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ABSTRACT

The number of vocational education graduates from public schools in Tennessee for 1973-74 is compared to employment needs for the same period. The projected number of vocational jobs was 62,068; public school vocational graduates numbered 50,154. Charts also show whether secondary, postsecondary and adult training programs' graduates for 1973 were employed full-time in the field for which they trained or in related fields, in other employment, or were not available for placement. The State's secondary disadvantaged program is criticized for not projecting the State's needs adequately. The Tennessee Advisory Council for Vocational Education's 1973 recommendations are analyzed, followed by it's 1974 recommendations and a list of activities. (SD)

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STATE OF TENNESSEE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

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1974 ANNUAL REPORT

TENNESSEE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION

Education forms
the common mind,
Just as the
twig is bent,
the tree's inclined.

Alexander Pope

MANDATED BY THE FEDERAL
VOCATIONAL EDUCATION ACT
AND IN RESPONSE TO THE
NEEDS AND DESIRES OF THE
PEOPLE OF TENNESSEE.

INTRODUCTION

The goal of providing Vocational Education programs for at least 50% of all secondary students in each county in the State of Tennessee has been set. The legislature has provided the funds and the Department of Education has begun planning. It is the opinion of the Advisory Council that the crucial issue now facing Vocational Education in Tennessee is to determine whether the planning decisions to meet this goal are made on realistic and established facts. Not surprisingly, the answer to this all important question is, in some cases, yes, and in other cases, no.

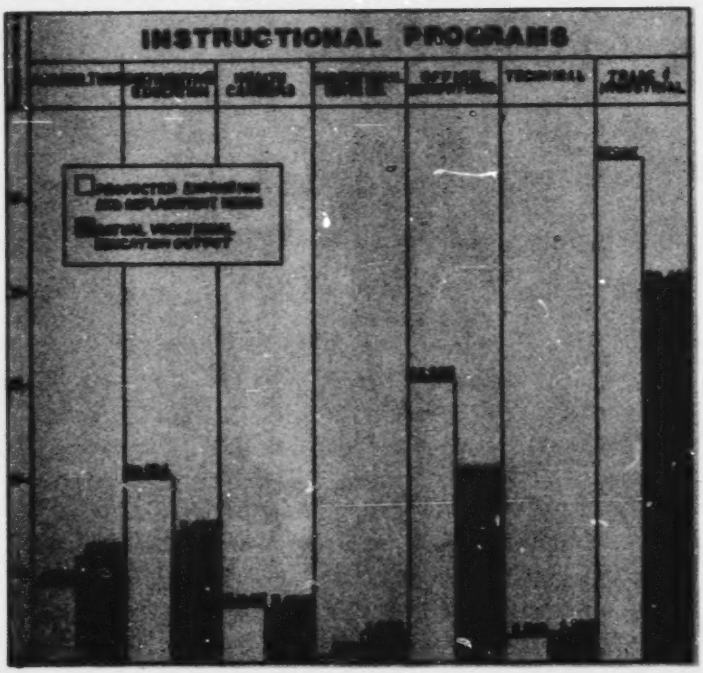
In the 1973 Evaluation Report the Council devoted a great deal of time to the analysis and interpretation of the manpower demand figures used in the Tennessee State Plan for Vocational Education. There is some dissatisfaction with the figures being used, but efforts are being made to improve the data. Nevertheless, the Advisory Council has made its position clear in this area. The Advisory Council now wishes to turn its attention to the next step; i.e., assuming an acceptable data base is available, are the planning decisions being made to reflect the identified needs? In other words, are plans being made (1) to phase out programs which show a diminishing demand and, (2) to begin programs in which the demand is much greater than the supply. In cases where a choice must be made, is priority being given to those programs which have the greatest demand?

MANPOWER NEEDS COMPARED TO VOCATIONAL EDUCATION OUTPUT
1973-74

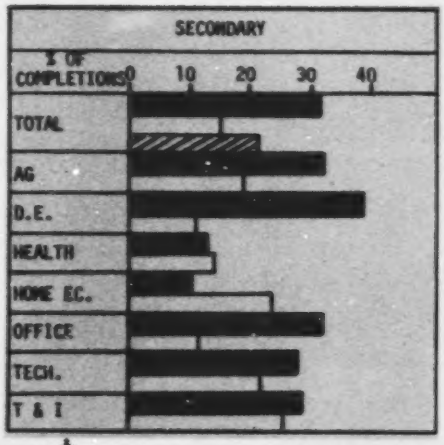
Current employment needs are based on the 1970 Census and adjusted for expansion and replacement. This represents an improvement over previous years at which time employment was based on the projection of a sampling across the state.

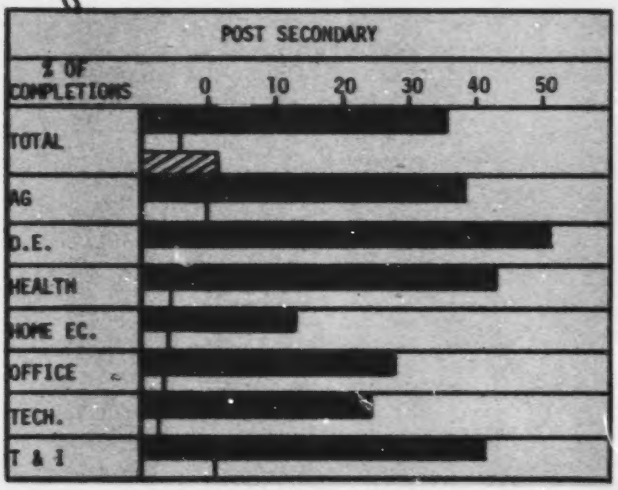
Note that output is only that of public vocational schools; much more effort is needed to determine what percent of the total output this represents.

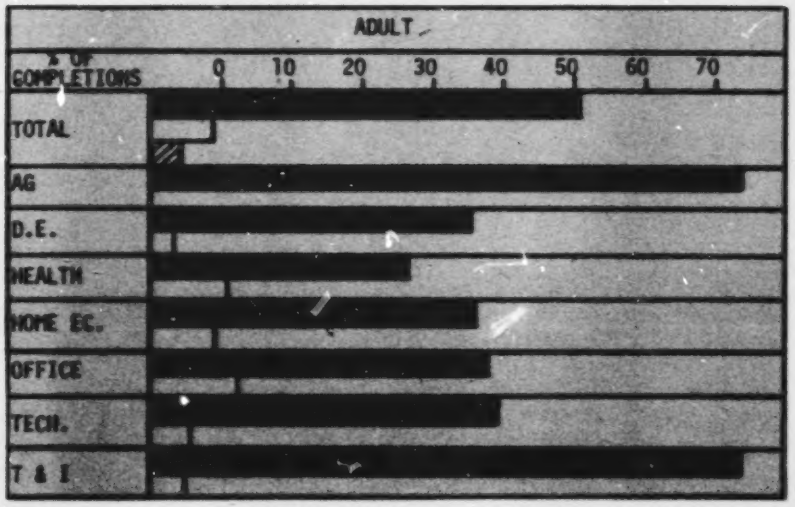
The total projected expansion and replacement needs for 1973-74 were 62,068. Actual Vocational Education output for the same period was 50,154.



WHERE DO THE GRADUATES GO TO WORK
1973 PLACEMENT AND FOLLOW-UP







In 1973 there were 40,289 people who completed occupational training programs in Tennessee's public schools. Of this total, there were 16,429 (41%) employed in the field in which they trained or in a related field. This can be compared to a national average of 40%. Of the 40,289 completors, 10,833 (27%) were categorized as "status unknown" compared to a national average of 17% so categorized. This is an indication of a need for a more effective follow-up system in Tennessee. A one-year follow-up, which will be a direct mail study with a self-mailer return is being developed. There were a total of 23,193 (58%) of the completors listed as available for employment. If this figure is used, it will result in a placement rate of 71% of those available for placement, as compared to a national rate of 67% using similar categories.

If the state totals are broken down by levels of training, the results show 22,947 completions from **secondary programs** with 11,447 (50%) available for placement and 7,182 employed in the field of training or a related field. This gives a placement rate of **63%** of those available for placement, compared to a 62% national rate or **31%** of the total secondary program completors as compared to **33% nationally.**

The **post-secondary** figures show a total of 8,641 program completions with 5,503 (64%) available for placement. Placement of 3,961 people equals 72% of those available for placement (79% nationally) or 46% of the total completors (54% nationally).

Adult totals show 8,701 program completions with 6,243 (72%) available for placement. The number placed in jobs for which they were trained or a related job was 5,286. This is 85% of those available (67% nationally) or 61% of total completions (46% nationally).

SERVING STUDENTS with SPECIAL NEEDS

Tennessee's SECONDARY DISADVANTAGED program underestimated the number of students identified. There was a projected increase of 1,700 students in 1974 – from 5,906 to 7,606. Enrollment actually reached 15,236 – an increase of 9,330 or 158%. Because enrollment actually dropped in 1973, it has to be said that, in this case, Tennessee's State Plan did not really identify the disadvantaged.

Better ways must be found for identifying the needs of the local school systems. It is impossible to plan coherently with such faulty projections. In the last year there were three times as many disadvantaged as in the previous year. We need to identify how many disadvantaged are in the state, and the degree to which the state is serving these groups. We must, further, be concerned with the needs of the total community in this regard.

The POST SECONDARY DISADVANTAGED programs actually decreased 399 in 1974 to 4,890, although an increase of 1,127 had been projected. Remedial teachers increased from 51 to 55 as planned. Teacher aides increased from 88 to 100 instead of the planned 90; work study stations increased from 72 to 92 when no increase was projected.

Enrollment in ADULT DISADVANTAGED programs was 4,478. This was less than half the planned increase of 2,305 – from 3,334 to 5,639.

In the Tennessee HANDICAPPED programs enrollment increased over 1600. In order to provide service for the 700 additional **projected** students, plans provided five new programs, 20 new teachers, and five new placement coordinators. With an actual increase of 1,676 students, there were actually **no** new programs, **three** new teachers, and **no** new placement coordinators. This produces a very high student-teacher ratio of 30 to 1 for handicapped programs. This situation is workable only with the use of 79 teacher aides.

POST SECONDARY HANDICAPPED programs show a decrease in enrollment although a 16% increase was projected. The 1972-73 enrollment was 567; an increase of 92 was projected. The 1973-74 enrollment was 350 – a 217 decrease.

ADULT HANDICAPPED enrollment increased from 120 to 143; an increase to 130 was projected.

These figures indicate a need to determine the real number of people we should be serving in these special categories. Recent legislation by the Tennessee General Assembly should provide identification of these people and will, no doubt, markedly increase enrollment in these areas.

SECONDARY HANDICAPPED PROGRAMS			
ENROLLMENT IN SPECIAL PROJECTS		NO. OF PROGRAMS	NO. OF TEACHERS
1972-73 ENROLLMENT	1958	13	96
PROJECTED INCREASE	705	5	20
REPORTED 1973-74	3634	13	99
ACTUAL INCREASE	1676	0	3

PLANNING - COORDINATION - GOVERNANCE

The Advisory Council is concerned about the development of the Tennessee State Plan for Vocational Education. It should be a realistic appraisal of what can be done next year. It should include input from those persons involved in carrying out goals and objectives. At the end of the year, a more comprehensive analysis and evaluation of goals and objectives should be reported. State education leaders need to provide more guides to the local planners. The state needs to assign priorities to the goals set forth and inform local administrators that certain needs will receive priority for funding and others will be funded as resources are available. Local administrators should make requests for program funding only after careful consideration has been given to the state's goals and priorities. This should be done with the assistance of a local advisory committee.

In addition, the Department of Education needs a staff member responsible for the coordination of all planning in the different programs and levels of education.

There is also a need for coordination of post secondary vocational education program funding. Community college programs, in particular, are funded through the State Board of Education, but governed by the Board of Regents.

The multi-delivery system of post secondary vocational education, which includes area vocational-technical schools, technical institutes, and community colleges, presents a coordination problem about which the Council is concerned. The Council has suggested the formation of local coordinating committees for all those educational agencies involved in vocational-technical training. These committees would review and approve any proposals and present their recommendations to the State Board for approval or disapproval. This committee, acting in an advisory capacity, could eliminate many of the current problems of coordination at the state level.

There is also a need to coordinate vocational education with the private proprietary sector to be sure we are not duplicating efforts and are using facilities available. This should be a coordination between the State Board of Education and the newly-formed Board of Control for Private and Proprietary Post-Secondary Vocational Education.

The Council is in the process of doing a study on coordination and should soon have some specific suggestions for solutions to these problems. The Council is encouraged by the attitude of cooperation expressed by the educational governing bodies. We are hopeful that the problem of duplication of programs can be alleviated and the task of proper coordination can be accomplished.

Statewide Evaluation of Secondary Schools

Conducted in 1973, the Advisory Council's statewide evaluation of 303 secondary schools in Tennessee was designed with a two-fold purpose: (1) To establish a procedure for an annual state-wide evaluation, and to assess the practicality of doing the evaluation on an annual basis with a self-evaluation instrument; (2) To furnish a measure of the quality of Tennessee's vocational programs for the 1973-74 school year as seen by those professionals and students directly involved.

During the 1971-72 school year, 54 schools which were identified as having "quality" programs in vocational education rated themselves. It was against this measurement that the 303 schools were scored on their self-evaluation. The evaluation instrument had twenty components with three parts each for a total of 60 items to be rated. The forms were completed by four participating groups: Principals, Teachers, Guidance Counselors, and Senior-level students.

Of approximately 11,000 forms returned, 9,060 were from students and 1,918 from the professional group. They covered the areas of Agriculture, Distributive Education, Home Economics, Health Occupations, Office Occupations, and Trade and Industry.

From the results of this study the Advisory Council was able to determine that student's feel a need for improvements in the areas of:

1. Program objectives and requirement – that they complement the total educational program.
2. Physical facilities, equipment, and materials.
3. Public Information – keeping the public informed and having the support of the community.
4. Work attitudes, employer-employee relationships, efficient work habits, and a desire to continue personal and occupational development.
5. Testing programs and vocational guidance services.
6. Student placement at the completion of their programs in the occupational area for which they are trained. The study indicated students have an organized school placement service available to them.

These findings are also confirmed by a smaller student attitude study conducted earlier this year.

ANALYSIS OF 1973 RECOMMENDATIONS

1. There should be a career guidance personnel certification requirement, including practical work experience as a prerequisite for career counseling.
   - THE COUNCIL feels satisfactory progress has been made in achieving this recommendation.

2. The State Board for Vocational Education should initiate a program of cost analysis of post-secondary vocational education programs.
   - THE COUNCIL feels additional work needs to be done in cost analysis of all vocational education programs.

3. The Division of Vocational-Technical Education should keep the Advisory Council better informed on the development of the State Plan and involve the Council more in the development.
   - THE COUNCIL feels Part II of the State Plan still needs much improvement in order to become a true planning document. See Page 10 on Planning.

4. A formula for the allocation and distribution of state and federal funds to local school districts should be established by the State Board for Vocational Education.
   - THE COUNCIL feels satisfactory progress has been made toward achieving this goal.

5. The State Board for Vocational Education should take the lead in encouraging leadership in general education and vocational education to join together in encouraging a commitment to and implementation of the career education concept in all levels of public education.
   - THE COUNCIL feels there is a lack of commitment to this concept at the top leadership level.

6. More training should be made available for those in semi-skilled and unskilled occupations.
   - THE COUNCIL still feels a decision needs to be made regarding the Department of Education's responsibility in preparing people to work in unskilled jobs.

7. The State Board for Vocational Education should develop an "Information Management System" for all post-secondary programs and combine it with the system now being operated for the secondary programs. THIS RECOMMENDATION has not been implemented.
   - THE COUNCIL feels that if all followup systems were combined, it would result in a net savings.

8. The State Department of Education should initiate a program of information management of post-secondary private and proprietary vocational schools in Tennessee.
   - ACTION on the part of the 88th Tennessee General Assembly appears to have made the implementation of this recommendation feasible by the establishment of a Board of Control for Private and Proprietary post-secondary vocational education.

9. The State Board for Vocational Education should require local school systems to make more extensive use of local advisory committees.
   - THE COUNCIL is gratified to see signs of progress in the establishment and use of local advisory committees; however, there are still programs which have not adequately solicited citizen participation.

10. The State Board for Vocational Education should begin efforts to bring under its supervision private and proprietary schools offering vocational education courses in this state.
    - ACTION on the part of the 88th Tennessee General Assembly in establishing a Board of Control for private and proprietary post-secondary vocational education negates this recommendation.

1974 RECOMMENDATIONS

The Tennessee State Advisory Council recommends action by the State Board for Vocational Education on the following:

1. **Improve the total planning process by:**

   A. Making the annual preparation of the State Plan a catalyst for a total planning program.

   B. Assigning someone in the Division of Vocational-Technical Education the responsibility of coordinating all planning in the different programs and levels of Vocational Education. This planning position should provide a degree of status so that this person is in daily touch with decision makers and is included in meetings affecting the total planning process.

2. **Improve the professional level of Vocational Instructors by:**

   A. Requiring certification of all Vocational instructors, both secondary and post-secondary.

   B. Establishing a minimum level of professional preparation prior to certification.

3. **Improve the coordination of post-secondary Vocational-Technical Education through the establishment of "Local Coordinating Committees."**

4. **Improve the evaluation of Vocational Education programs by:**

   A. Initiating an annual statewide self-evaluation study similar to the one conducted by the Advisory Council during the past year as a part of their evaluation efforts (see page 11).

   B. Continuing the team visit evaluation programs, but intensifying the follow-up activities to assure that the recommendations made by the evaluation team are implemented.

ADVISORY COUNCIL ACTIVITIES

The Tennessee State Advisory Council for Vocational Education is a group of dedicated men and women, mothers and fathers, businessmen and educators, who are appointed by the governor to advise, evaluate, and make recommendations for the improvement of vocational education programs in Tennessee.

The Advisory Council is established and funded by the 1968 Amendments to the 1963 Vocational Education Act (PL 90-576). It functions independently and in an advisory capacity to the State Board for Vocational Education. The twenty-two Council members meet quarterly at various locations around the state. In addition, they hold public hearings and attend other state, regional, and national meetings.

Every Council member belongs to one or more of the Council committees which meet between regular quarterly meetings in order to prepare items for official Council action. These committees and their chairmen are:

Executive Committee: Bill Walker, Chairman
State Plan Committee: Eunice Edwards, Chairwoman
Research and Evaluation Committee: John Cavett, Chairman
Legislative Committee: Ray Massengill, Chairman

During 1974, the Advisory Council sponsored a statewide evaluation of secondary schools. This study of 303 schools is discussed in detail on page 11 of this report. The Council also contracted with Dr. Robert E. Taylor, Director, Center for Vocational-Technical Education, Ohio State University, to do an analysis of the 1973-74 State Plan to aid in the Council's evaluation. In addition, the Council did a study of the impact of the Vocational-Education Amendments of 1968 on vocational education in Tennessee which was presented to the U. S. House of Representatives' Committee on Education to assist them in the preparation of a new Vocational-Education Act for 1975.

A highlight of the 1974 Advisory Council activities was a public hearing held in Knoxville in July. Over 300 people attended the day-long meeting and heard businessmen and leaders of the East Tennessee area air their needs and concerns in the areas of vocational education training and opportunities. As a result, the Advisory Council will hold another public hearing in the Memphis area on January 25, 1975. A middle Tennessee hearing will be planned later in the year.

For the first time this year, the Council members have begun a visitation program which will take each member to one secondary school and one post-secondary school for the purpose of acquainting the Council members with the programs offered across the state, and to acquaint the staff and personnel of these schools with the members and the activities of the Advisory Council. Members feel that this is a valuable tool in reaching the people we desire to serve and assist.

This annual report is another activity of the Council which is required by law. It is carefully compiled after much investigation, questioning, and interpretation of data, and is then reported to the U.S. Office of Education. A full copy of the report may be obtained by addressing the Council office.

All of the Council activities and achievements are without merit without the support and assistance of the people we serve. You and all citizens of Tennessee can help us improve and develop the vocational education, opportunities in our state by keeping us informed of any needs or developments of which you are aware. Let us hear from you. Write the Tennessee Advisory Council for Vocational Education,

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